



TENNESSEE DEPARTMENT OF

**EDUCATION**  
FIRST TO THE TOP

## Electrical Systems

<b>Primary Career Cluster:</b>	Architecture & Construction
<b>Consultant:</b>	Rachel Allen, (615) 532-2835, <a href="mailto:Rachel.Allen@tn.gov">Rachel.Allen@tn.gov</a>
<b>Course Code(s):</b>	6075
<b>Prerequisite(s):</b>	<i>Mechanical, Electrical, &amp; Plumbing Systems</i> (6161)
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
<b>Programs of Study and Sequence:</b>	This is one of the third-level course options in the <i>Mechanical, Electrical, &amp; Plumbing Systems</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="http://site1.tnskillsusa.com/">http://site1.tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	Students completing the course through an NCCER accredited program may receive module credit for NCCER.
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	501, 502, 523, 532, 567, 580, 592, 701, 707
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/ArchitectureConstruction.shtml">http://www.tn.gov/education/cte/ArchitectureConstruction.shtml</a>

### Course Description

*Electrical Systems* prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project. Students will calculate residential loads to recommend electrical hardware. Standards in this course also

introduce basic troubleshooting procedures and power systems, and expand on principles of the construction industry, delving deeper into business and project management. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee State Standards in Chemistry I, Physics, Physical Science, and Environmental Science, as well as the National Center for Construction Education and Research (NCCER) Curriculum.\*

## Program of Study Application

This is one of the third-level options in the *Mechanical, Electrical, & Plumbing Systems* program of study. This course can feed into a fourth-level *Construction Practicum* course in which students apply the skills learned throughout the program of study toward the completion of an in-depth, semester- or year-long work-based learning (WBL) apprenticeship or internship. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

## Course Standards

### Safety

- 1) Identify safety hazards on a jobsite and demonstrate practices for safe working. Accurately read, interpret, and demonstrate safety rules, including but not limited to rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply. Recognize and employ universal construction signs and symbols such as colors, flags, stakes, and hand signals that apply to construction workplace situations. Research and evaluate construction company safety plans from local industry. Explain the need for jobsite security to prevent liability. Drawing from examples, create and implement a jobsite safety program in the class to ensure safe practices and procedures including jobsite security procedures. (TN Reading 3, 4, 6; TN Writing 2, 4; NCCER 26102-14)
- 2) Continue to maintain safety records and demonstrate adherence to industry-standard practices regarding general machine safety, tool safety, equipment safety, electrical safety, and fire safety to protect all personnel and equipment. For example, when operating tools and equipment, regularly inspect and carefully employ the appropriate personal protective equipment (PPE), as recommended by Occupational, Safety & Health Administration (OSHA) regulations. Incorporate safety procedures when operating tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment. Complete safety test with 100 percent accuracy. (TN Reading 3, 4; NCCER 26102-14)
- 3) Follow procedures to work safely around materials. Adhere to responsibilities for employees in material safety as outlined by the Hazard Communication Standard (HazCom), such as locating and interpreting material safety data sheets (MSDS). For example, obtain an MSDS for a given material from a supplier in the community. Demonstrate safe procedures to move materials by

planning the movement, properly lifting, stacking, and storing materials, and selecting proper materials-handling equipment. (TN Reading 3, 4; NCCER 26102-14)

- 4) Describe hazards involved when working with electricity and determine procedures to safeguard against them in the workplace, including ensuring power load balance, adhering to the appropriate use of ground-fault circuit interrupters (GFCIs) when working with power tools, and performing lockout/tagout procedures. (TN Reading 3, 4; NCCER 26102-14)

### **Tools & Equipment**

- 5) Identify and select the proper tools and accessories, critique the readiness of the tools, use the tools to accomplish the desired tasks, and then return the tools and accessories to their proper storage. Research a new technology recently developed for the electrical industry. Write persuasively to convince an employer how the use of the technology could benefit the company, citing evidence from resources. For example, describe how a new power tool could improve efficiency for a technician. (TN Reading 2, 3, 4; TN Writing 1, 9)
- 6) Distinguish among the various types and uses of electrical test equipment. Determine the appropriate test equipment for a given situation and environment and the procedures necessary for safe use. Utilizing test equipment such as a voltmeter, inspect and test an electrical wiring system for compliance according to drawings, specifications, and code requirements. (TN Reading 3, 4, 6; TN Math N-Q; TN Physical Science 2; TN Physics 5; NCCER 26112-14)

### **Construction Industry Principles**

- 7) Locate and assess requirements for performing electrical work including local, state, and national requirements. Interpret electrical codes, and determine inspection procedures and other applicable portions of the law. Visit the Tennessee Contractor's Licensing Board's website and analyze its policies and requirements. Explain how such policies impact local construction businesses. (TN Reading 2, 3, 4, 9; TN Writing 7, 8; NCCER 26105-14)
- 8) Consult a variety of sources to describe alternatives to traditional project delivery methods, such as the design-build and construction management-related methods, distinguishing among the roles and relationships of various construction personnel in each scenario. Examine the project delivery method of an actual company. Develop a company profile with supporting graphics the company could share with a client, describing the services provided and explaining the project delivery method used by the company. (TN Reading 2, 3, 4, 5, 7, 8; TN Writing 2, 4; NCCER 44105-08)

### **National Electrical Code (NEC®)**

- 9) Describe the purpose and layout of the National Electrical Code (NEC®). Create a chart to illustrate what is and is not covered by the NEC®, citing evidence from *NEC® Article 90*. Navigate, read, and interpret the NEC® to determine requirements for a given electrical installation. For example, interpret the NEC® to compare and contrast the box requirements for a device box to support a wall receptacle with those for a box to support a lighting fixture. (TN Reading 1, 2, 4, 6, 7, 9; TN Writing 2, 9; NCCER 26105-14)

## Device Boxes

- 10) Distinguish among the various types of device boxes, such as metallic and nonmetallic device boxes. For a variety of given residential and/or commercial applications, select appropriate device boxes according to drawings, specifications, and code requirements. Steps should include identifying the proper box type and size; and determining the minimum size pull or junction box for conduit entering and exiting (both for a straight pull and at an angle). (TN Reading 3, 4, 6, 9; NCCER 26106-14)
- 11) Utilize the proper tools, equipment, and procedures to safely perform installation of a variety of device boxes according to drawings, specifications, and code requirements. (TN Reading 2, 3, 4; NCCER 26106-14)

## Hand Bending

- 12) Describe the procedures, techniques, and tools for hand bending and installing conduit. Implement geometric principles to plan and use a hand bender to make 90 degree bends, back-to-back bends, offsets, kicks, and saddle bends. For example, use trigonometric ratios of right triangles to determine the offset angle of an offset bend and use the calculation to accurately create the bend. (TN Reading 3, 4; TN Math N-Q, G-RST; NCCER 26107-14)
- 13) Apply the appropriate tools, equipment, and procedures to safely cut, ream, and thread conduit. For example, ream the inside edge of a piece of conduit using a hand reamer. (TN Reading 3, 4; NCCER 26107-14)

## Raceway Systems

- 14) Explain the function of raceway systems, including acting as a grounding conductor. Distinguish among the various types of raceways, fittings, and conduit bodies available for raceway systems. Analyze a given environment and select the appropriate materials and installation methods for a raceway system, citing evidence from textbooks and codes. For example, recommend the appropriate raceway materials and installation method for a wood frame building of given parameters, drawing on evidence from codes such as the National Electrical Code (NEC®). (TN Reading 2, 3, 4, 6, 9; TN Writing 2, 9; NCCER 26108-14)
- 15) Outline the methods and procedures used to install various raceway systems, including terminating conduit. Accurately connect conduit to a box according to code requirements, explaining the need for a proper connection based on grounding requirements and protection of the wires. Apply the appropriate tools and procedures to install flexible raceway systems. (TN Reading 2, 3, 4, 6; NCCER 26108-14)

## Conductors & Cables

- 16) Building on knowledge of conductors from *Mechanical, Electrical, & Plumbing Systems*, read and interpret the NEC® and other instructional texts to determine the allowable ampacity of conductors for a variety of given applications. Include the insulation and jacket material, conductor size and type, number of conductors, temperature rating, and voltage rating of each.

Describe possible consequences of improper conductor selection or installation, citing evidence from resources such as textbooks or trade journals. (TN Reading 1, 2, 3, 4, 5; NCCER 26109-14)

- 17) Describe the proper methods and procedures for installing conductors in a raceway system, noting potential hazards that exist when conductors are installed incorrectly. Employ tools and procedures to safely install conductors in a raceway system and verify the installation is performed according to code requirements. (TN Reading 2, 3, 4, 6; TN Writing 2, 9; NCCER 26109-14)

### **Construction Drawings & Specifications**

- 18) Building on knowledge of construction drawings and specifications from *Mechanical, Electrical, & Plumbing Systems*, read and interpret electrical drawings and specifications, including detail drawings and equipment schedules, to create a list of materials needed for a given electrical project. For example, analyze a lighting plan, light fixture schedule, and specifications for a residence to determine the materials needed to install the lighting system. (TN Reading 2, 3, 4, 6, 7; TN Writing 2, 9; TN Math N-Q; NCCER 26110-14)
- 19) Explain the relationship between construction drawings and specifications. For example, describe how both the construction drawings and specifications provide information about the raceway system indicated for a given building. Examine construction drawings and specifications to determine the requirements for a raceway system in a given building. (TN Reading 1, 2, 4, 5, 6, 7; NCCER 26110-14, 44105-08)
- 20) Describe processes by which construction professionals obtain clarification from architects regarding construction documents, such as by the use of requests for information (RFI's). Write a request for information (RFI) as would a construction professional to an architect to request clarification for a detail of the construction documents, such as the selection of a product. (TN Writing 4; NCCER 44105-08)

### **Residential Electrical Services**

- 21) Evaluate and recommend proper electrical hardware for a residential building. For example, for a residential dwelling with a given floor plan and schedule of major appliances, determine the size of the electrical service by referring to the National Electrical Code® and local code to select the service-entrance equipment, such as conductors, panelboard, and protective devices. Steps should include: calculating the load for lighting, small appliances, and large appliances; and determining the number of branch circuits required. Describe the installation rules pertaining to dedicated circuits as applied to various equipment such as ranges, dryers, and HVAC systems. (TN Reading 2, 3, 4, 7; TN Math N-Q; TN Physical Science 2; NCCER 26111-14)

### **Basic Maintenance & Repair Process**

- 22) Identify and demonstrate basic troubleshooting strategies appropriate for evaluating electrical systems and devices. For example, in electrical systems, develop and implement a troubleshooting strategy to test and remedy an electrical fault. (TN Reading 3)

- 23) Identify routine maintenance procedures that should be performed on electrical systems for a given building. Create a timeline of recommended maintenance procedures for a client, justifying why each procedure is necessary by highlighting its preventive or cost-efficient characteristics. For example, create a schedule of tests to ensure emergency alarms are operating properly. (TN Reading 2, 3, 4, 7; TN Writing 4)

### **Introduction to Power Systems**

- 24) Analyze typical electric power systems in a region by explaining how electricity is generated, transmitted, and distributed from a power plant to a given location. Describe different types of traditional power generation including fossil-fuel generation and nuclear energy. Explain the basic layout of the power grid and the function of its components, including substations and transformers. (TN Reading 2, 3, 4; TN Environmental Science 5; NCCER 49101-10)
- 25) Discuss the environmental impacts of generating and distributing electricity. Research alternate electric power systems, including but not limited to photovoltaic systems and wind power technologies. Describe the functions of the systems and analyze their use in regions across the country according to informational texts and technical specs. Compare and contrast at least three types of power generation systems in a written text, chart, or visual display. (TN Reading 2, 3, 4, 7; TN Writing 2, 9; TN Math N-Q; TN Environmental Science 5; NCCER 49101-10)

### **Business & Project Management**

- 26) Describe the components and purpose of a basic contract document for a residential project, determining the meaning of key terms and other industry-specific words. Recognize the relationship and responsibilities of various parties to a contract. Write a basic contract for a construction job, such as an electrical service agreement for wiring work done for a residential client. (TN Reading 2, 3, 4, 5; NCCER 44105-08)
- 27) Establish and implement specific goals to manage project assignments in a timely manner, including organizing teams to effectively manage assignments, monitoring and reporting on project progress, and evaluating a completed project according to client requirements. For example, inspect and critique a team member's work, providing constructive feedback for improvement. Similarly, respond to constructive feedback from a team member to improve project outcomes and meet project goals. (TN Reading 2, 6; TN Writing 2)
- 28) Interpret construction drawings and applicable national and local codes to determine the correct materials, tools, and equipment needed to complete a construction project. Plan and implement the steps needed to complete the project, adhering to inspection procedures and employing safe practices throughout. Draw from print and electronic examples to create a material list, cost estimation, project schedule, and inspection checklist for a project, applying the components of the documents to the given project. (TN Reading 2, 3, 9; TN Writing 4)
- 29) Produce clear and coherent writing for communication in the electrical industry. Create a service order for a given electrical project. Explain the service order to a peer, as would a service technician to a client. (TN Writing 4)

- 30) Utilize technology to write and share periodical reports (weekly, monthly, etc.) to provide others with information about progress during electrical projects as would a project manager to a supervisor. Summarize activities in a narrative form including overall progress in relationship to a previously planned schedule. (TN Reading 3; TN Writing 2, 4, 6, 10)

## Portfolio

- 31) Update materials from coursework to add to the portfolio started in *Fundamentals of Construction and Mechanical, Electrical, & Plumbing Systems*. Continually reflect on coursework experiences and revise and refine the career plan generated in prior courses. Include photographs or illustrations and written descriptions of sequential progress in construction projects. (TN Writing 2, 4, 5, 6)

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 3 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics; Math Standards for High School: Number and Quantity, Geometry](#).
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative and geometric reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- TN Chemistry I: Tennessee Science: [Chemistry I](#) standard 2 may provide additional insight and activities for educators.
- TN Physics: Tennessee Science: [Physics](#) standard 2 may provide additional insight and activities for educators.
- TN Physical Science: Tennessee Science: [Physical Science](#) standards 1 and 2 may provide additional insight and activities for educators.
- TN Environmental Science: Tennessee Science: [Environmental Science](#) standard 5 may provide additional insight and activities for educators.
- NCCER Curriculum: [National Center for Construction Education and Research](#)

- Note: NCCER accreditation is required to offer NCCER credentials to students. Instructors trained through the NCCER Instructor Certification Training Program (ICTP) may use the NCCER curricula to teach the listed standards. By doing so, their students will receive a certificate of completion for NCCER Electrical Level One and be placed in NCCER's National Registry Database.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.